



Week 4 Assignment

Overview

Conducting an effective interactive meeting online requires many of the same steps as a face-to-face meeting—minus the travel time. In your reading, “E-Communications 101,” Gwen Solomon advises that “time-tested tactics include assigning roles, creating and sticking to an agenda, accepting all input respectfully, and making sure there is follow-through on action items.”

In this week’s assignment, you will continue to work in the wikispace you created as you collaborate with colleagues to establish a timeline and develop and finalize an agenda for the first interactive meeting of your online learning community.

Rubric

Use the following Rubric to guide your work on the Week 4 Assignment.

Tasks ↓	Accomplished 10 The evidence suggests that this work is a “Habit of Mind.” The educator is ready to mentor others in this area.	Proficient 8 The evidence suggests that performance on this work matches that of a strong educator.	Needs Improvement 6 The evidence does not yet make the case for the educator being proficient at this task.
Developing a Meeting Timeline	Student posts a meeting timeline that reflects collaboration with colleagues.	Student posts a meeting timeline.	Meeting timeline not posted.
Developing a Meeting Agenda	Student posts a specific, thorough agenda related to improving technology integration on campus; agenda reflects collaboration with colleagues.	Student posts an agenda related to improving technology integration on campus.	Meeting agenda not posted, or incomplete.
Assignment Mechanics	Responses are relevant to course content; no errors in grammar, spelling, or punctuation.	Responses are relevant to course content; few errors in grammar, spelling, or punctuation.	Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors.

Week 4 Assignment, Part 1: Developing a Meeting Timeline

For the first part of this week's assignment, you will work collaboratively with the colleagues who joined your wiki space during Week 3 to establish a timeline for the first interactive meeting of your online learning community.

To complete this assignment:

- Before you begin, access the video, "Wiki in Plain English" at <http://www.youtube.com/watch?v=-dnL00TdmLY> to obtain more information about wiki as a tool for collaboration. Share the link to "Wiki in Plain English" with members of your wiki space.
- Enter the following address into your address bar: <http://www.wikispaces.com>
- To add a new page, under "Actions," click on "New Page." Enter the name of your page. The name should relate to the group's first task—setting a timeline for contributing to and finalizing the agenda. The newly created page will automatically be listed on the left side, under "Navigation."
- Suggest a proposed start and end time for collecting the group's input on the agenda. Then request input from the wiki members on the proposed timeline.

Copy and paste the collaborative timeline from your wiki page here.

I would like to have our main topics finalized by **Friday morning** so I can set up the calendar. I created a section/link for "brief descriptions" and we will divide up the topics by preference (or experience with a topic).

By Tuesday, end of day Sept. 22, I plan on putting everything together for our ActivUser whole group meeting scheduled for Sept. 23.

ActivUser Dates:

September 23: Orientation: whole campus [Agenda](#)

October 28

November 18

January 27

February 24 (FYI: Leanne on Maternity Leave)

March 24 (tentative date for Leanne's return from maternity leave)

April 21: Debrief: whole campus

Dates	Topic/Facilitator	Topic/Facilitator	Topic/Facilitator	Topic/Facilitator	Topic/Facilitator
Oct. 28	Blogging/Vo	Teacher Webpages/ Linsenbardt	Moodle modules:forums and calendar etc/ Knight	ActivStudio/ Rumsey	
Nov. 18	ActivStudio/Vo	Student Webpages/ Linsenbardt	Moodle modules:quiz, glossary, resources, etc/ Knight		
Jan. 27	Inspire and Arena	Inspire and Arena	Inspire and Arena	Inspire and Arena	
Feb.	Inspire/Vo	Podcasting/	maternity leave		

24		Vodcasting Linsenbardt				
Mar 24		Moodle Webcasts/ Linsenbardt	Web 2.0 several types of online tools/ Knight	Inspire/Rumsey		

Week 4 Assignment, Part 2: Developing a Meeting Agenda

To complete this assignment:

- Before you begin, make sure all wiki members have viewed “Wiki in Plain English” at <http://www.youtube.com/watch?v=-dnL00TdmLY>
- Enter the following address into your address bar: <http://www.wikispaces.com>
- After the group has decided on the timeline, add another new page to your wiki. To add a new page, under “Actions,” click on “New Page.”
- Enter the name of your page—something related to creation of the agenda. This time, wiki members will brainstorm ideas for the agenda items for the first interactive meeting of the professional learning community. Group members should think about the following as they plan the agenda:
 - Purpose
 - Objective
 - Grade level
 - Facilitator’s name
 - Community members
 - Activities: the purpose of each activity, the description of each activity, the activity’s steps, and the estimated time for each activity. An example of a beginning activity might be to have the community members create a shared vision.
- As your group prepares the agenda, keep in mind that the goal of the online learning community is to improve technology use and integration at your campus.

Copy and paste the collaborative agenda from your wiki page here.

Agenda for Sept. 23rd meeting

Purpose: One section of the STaR chart emphasizes staff development. For our teachers to benefit from professional development with technology, we want to offer them choices that will meet the needs of their classroom integration strategies. During this ActivUser meeting, we will discuss the new format of future ActivUser meetings.

Objective: At the conclusion of the first ActivUser meeting, teachers will recognize and understand the new format of technology professional development courses. They will know to choose a course and sign up in Eduphoria.

Grade level(s): K-4

Facilitator's name: Leanne Knight

Brief Description for Eduphoria: University Park Elementary ActivUser orientation. Limited to UP only.

Topics/Activities:

- Introduce ActivUser "teachers" or "facilitators"
 - Joy Rumsey
 - ViAn Vo
 - Kirsten Linsenbardt
 - Leanne Knight
- discuss how we are changing the content of meetings
 - teachers will now have a choice to of topics
- Talk about the different topics
 - web 2.0
 - blogging
 - websites that offer 2.0 tools
 - teacher and student webpages
 - Moodle
 - forums, calendars, choice, assignments, etc
 - Webcasts
 - ActivStudio
 - Inspire/Arena change over
 - Podcasting/Vodcasting
- must sign up for their choice on Eduphoria
- if the same topic is 2 meetings in a row, then teachers need to decide if they want reinforcement or a different topic (teacher choice, not mandated)
- discussion

How can a wiki facilitate an online learning community? In what way(s) is using the wiki for collaboration easier than face-to-face meetings? In what way(s) is using the wiki more difficult?

How can a wiki facilitate an online learning community?

As the video we watched last week and this week simplifies, the wiki is a way to collaborate online. With the same benefits we can have a learning community with wikis. It is an online environment where professional development can take place as well as effortless book studies.

In what way(s) is using the wiki for collaboration easier than face-to-face meetings?

As teachers, we have meetings constantly throughout the day and after school. The teachers who were apart of this committee could not find time on the school calendar to meet. Since we were all different grade levels, none of us were on the same daily schedule, conference schedule. not did we share a lunch time. Our only options were to miss a campus meeting or collaborate online. We chose the wiki.

In what way(s) is using the wiki more difficult?

I found it more difficult to get the teachers to respond and be actively involved in the process. I ended up doing most of the work so we would be prepared for our meeting next week. Whereas, in a face to face meeting, they would have all collaborated and

helped in the workload. I would send out emails with reminders about dates for completion of certain parts of the wiki and only one actually logged in and edited a couple of things. This teacher is finishing her Master's Degree in Instructional Technology from UNT. One of the other teachers is getting a Masters from SMU with a concentration in Educational Technology, and she never even logged in to work on the wiki. It is possible that since the principal is involved in all our meetings, the teachers figured that since she could not "see" who was contributing, then there was not a need to help collaborate. The principal was a member of our wiki, though. The principal sat down with me and I showed her how simple it was to maneuver and she was excited about working with it. I showed her how she could easily see who was contributing and what they added to the wiki.